



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X230

School Name:

DR. ROLAND N. PATTERSON

Principal:

ROWENA PENN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. Roland N. Patterson School Number (DBN): 09X230
School Level: Elementary Grades Served: 4-5
School Address: 275 Harlem River Park Bridge
Phone Number: 718-583-6116 Fax: 718-583-6222
School Contact Person: Rowena Penn Email Address: Rpenn@schools.nyc.gov
Principal: Rowena Penn
UFT Chapter Leader: Yvette Jenkins
Parents' Association President: Emily Santiago
SLT Chairperson: Tamalia Walcott
Student Representative(s): NA

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 450 St. Paul's Place Bronx New York 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-57-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 571 Network Leader: Lynette Gustaferra

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rowena Penn	*Principal or Designee	
Yvette Jenkins	*UFT Chapter Leader or Designee	
Emily Santiago	*PA/PTA President or Designated Co-President	
Marjorie Minnow	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marian Ogarra	CBO Representative, if applicable	
Tamalia Walcott	Member/Teacher	
Camille Mitchell	Member/ Teacher	
Devon Galbraith	Member/ Teacher	
Danielle Morales	Member/ Parent	
Paula Bracero	Member/ Parent	
Joanna Resse	Member/ Parent	
Latoya Williams	Member/ Parent	
Donesia Torres	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 230, The Dr. Roland N. Patterson Elementary School is currently a phase out school that services grades 4, and 5. It is an open classroom school in the Morris Heights section of the South Bronx that serves approximately 170 students from culturally diverse backgrounds. The community is gateway for recent arrivals to this country; they come from countries such as Puerto Rico, Dominican Republic, Haiti, South Africa, and Mexico. This school is located in one of the poorest congressional district in the United States and the neighborhood is also ravaged by a myriad of social problems; children in foster care, temporary housing, high incidents of asthma, AIDS, crime and drugs. The majority of the students are from low income households, 99.1% of the students are eligible for free and reduced lunch.

According to the latest ethnic survey, 0.2% of the students are White, Asian or Native American: 52% are Black, and 44.4% are Hispanic. Currently, 18% of the school population receives special education services such as resource room, speech and language or counseling services. The school houses 23 general education classes, four self-contained special education, one Integrated team teaching class. Additionally, 27% of the students are English Language Learners (ELLs) of which 12 who are enrolled in our bilingual special education program. English as a Second Language services are offered to entitled students in grades 4-5 by a certified ESL teacher. The schools has a total of 9 classroom of which 3 fourth grade 3 fifth grade classes 2 12:1, and 1 12:1:1. All general education classes are heterogeneously grouped

Open classroom schools like P.S. 230 were created based on the belief that classroom space should be adaptable in order to meet the instructional needs of the learners, and that teachers should team to develop a program of study for students that is as fluid and flexible as the physical environment they are situated in each day. Open classroom spaces provide very few solid barriers between classes, increasing the need to create smaller communities or "villages" within the school to support positive social interactions between the students and teachers. This kind of space also creates the need for teachers to share in ways that teachers in schools with doors may be unable to on a regular basis. P.S. 230 shares its facilities with M.S. 229. The two schools share an auditorium, gymnasium, dance studio, and music room. The majority of the school's students live in a high-rise apartment complex called River Park Towers that is located directly across the street from the school. The staff works together as a cohesive unit towards our common goal of improving student outcomes. Supervisory staff is always available and easily accessible to address concerns and implement solutions to problems. Staff is available at all times to support teachers, early in the morning and late in the evening.

Vision: It is our belief that all children can be lifelong learners. We know that children learn differently, and if they do not learn the way we teach them we must teach them the way that they will learn. All students will be prepared to master performance standards in all content areas through an integrated curriculum.

Mission: The Dr. Roland N. Patterson Elementary School is committed to high expectations for all students and staff. P.S. 230 is committed to on-going staff development, best teaching practices, and meaningful parental involvement. Our school's culture expects every student and member of the staff to be dedicated, hardworking, and caring. These elements, along with a safe, orderly and nurturing environment, will serve as the linchpin to ensure a strong educational foundation for our children.

Currently the school has a partnership with SCAN New York, an after school program. SCAN emphasizes literacy and education through activities that stimulate and enhance self-esteem.

The program helps students strive to help each child discover an activity for which he or she can develop a real passion—be it basketball, chess, cheer leading, reading, dance, computers, creative writing, soccer or literacy and

education through activities that stimulate and enhance self-esteem

Wingspan Arts

School Strengths Accomplishments

#1. Literacy Initiative. Guided Reading/Small Group instruction is a set time in the school's instructional day where there are two teachers in the classroom. It is a time where the teacher provides support for small, flexible groups of beginning readers. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure as they read a text or book that is unfamiliar to them. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. Although the practice of guided reading and having a supporting teacher in each class has been a custom here at PS 230, we focused on how teachers delivered instruction during guided reading. This year we focused our professional development on how to effectively introduce a guided reading text to students and how to monitor students' progress.

#2. Continued work with Response to Intervention Instructional Practice. Response to Intervention, Rti, is a problem-solving approach that provides teachers with a framework for ensuring that all students are given adequate opportunities to learn. We began the process of developing a Rti framework at PS 230 last school year by focusing on strengthening the core program. With guidance from our Rti consultant we strengthened our literacy program to ensure that all five areas of reading are addressed, which are phonemic awareness, phonics, vocabulary fluency and comprehension. This year our focus was on data analysis and Tier 2 intervention for our students. Our school has always practiced analyzing data; however this year, with the support of our Rti consultant, we were able to develop a framework for data meetings with our teachers. We looked at progress monitoring assessment results and made instructional decisions based on the data. This process was quite an experience for our teachers, since it forced them to evaluate classroom level instruction and support for their neediest students. We also focused on Tier 2 interventions for our students. In Tier 2, students are given added support and intervention to meet benchmark levels.

#3. Differentiation of instruction along with the integration of technology into all classroom instruction. At PS 230 we have spent a great deal of time on providing teachers with professional development on differentiation of instruction. We spent half the school year completing a video professional development series on how to differentiate instruction. During our monthly faculty conferences, we studied the teaching practices of skilled teachers from the book *Teach Like a Champion*. The crux of our work is quite simple, differentiated instruction is teaching with students' needs in mind. It means starting where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus, differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching. We have worked to provide our teachers with the tools to proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.

In addition to taking the differentiation a step further, currently every classroom in PS 230 has Smart boards. It is the schools' mission to make sure all of its students are computer literate by the time they graduate from the school in grade 5. We have a state of the art Mac lab as well as a second computer lab that utilizes PC. So our students are familiar with working with both types of technology. Teachers are informed that it is an expectation at the school that technology will be integrated into their lesson plans. The school offers year round professional development on the use of all the technology that it has currently made available to the staff. We have one Smart board certified teachers in the building who also provide professional development to their colleagues through the year. The initiative at the school is to infuse technology into daily instruction, so why not use technology to differentiate? At PS 230 we feel using technology as a means to differentiate instruction helps in the following area:

- Existence of wide gaps in student experience and ability
- Student engagement
- Flexibility of the medium
- Preparing students for the real world
- Appeal to a variety of learning styles

- Potential for a wide range of products (print, video, audio)

#4. We are a common planning school. All grade level classroom and support teachers meet weekly to develop instructional plans, analyze student data and share best practices.

Challenges

- One challenge the school is facing has come about as a result of the impending closure. The majority of the least senior staff has been excessed and the teaching staff that has remained at the school have been out of the classroom for over 5 years so transitioning back into the classroom and adjusting to the demands of the CCLS and advance is extremely challenging.
- Professional development: The needs of the current staff members have shifted dramatically. On average the current staff has over 20 years of teaching experience and is looking to retire when the school closes and are less receptive to the new mandates of teaching and learning.
- Student mobility: a new shelter was just opened this summer where on average families are cycling in and out of the school on a monthly basis.
- Increasing special education students: Student transferring into the school with IEP's has increased along with our parent and teacher referral rate
- Parental Involvement: parental involvement is extremely low. We have found that on a whole as students' progress in grades parent involvement decreases and as the school has decreased I size so has the number of parents that attend schools activities. Minimal parent participation and support on a large scale leads to the school being responsible for the lion's share of addressing students' academic, physical, social, and emotional well-being.
- Open classrooms present an environment that is sometimes noisy which can lead to students becoming easily distracted

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Tenets we made the most growth in:

Tenent 2

By June 2014, school leaders will offer targeted professional development designed to improve classroom assessment as measured by 80% of teachers improving one level on Danielson domain 3D. We met this goal, by putting structures in place that allowed for weekly teacher team meetings that were held before and after school. The schools staff along with Generation Ready Consultants collaborated to develop assessments that allow students to self-assess and monitor their own progress as well as making sure these assessments are fully integrated into instruction through extensive use of formative assessments. The Principal and Assistant Principal utilized the **Danielson Framework for Teaching** for classroom formal observations, informal observations, and formative classroom visits. The framework informed all pre-observation and post-observation conferences, Professional development work and assessment alignment and formation. Paraprofessionals were used to provide additional teacher and student support with regard to managing the additional pieces with implementing the Danielson framework.

Tenent 3

By June 2014, school leaders will offer targeted professional development designed to improve classroom assessment as measured by 80% of teachers improving one level on Danielson domain 3D. Structures were put in place so that during weekly teacher team meeting before and after school teacher teams collaborated to marry the Treasures Reading program and the Envision math program to the CCLS, thus creating units that are fully aligned to the CCLS). The staff also sequenced learning activities so that they follow a coherent sequence and is aligned to the instructional goals, therefore designing lessons that are engaging and have high-level cognitive activity.

Tenent 4

By June 2014, 90 percent of the teachers will differentiate the product, process, or content of the lessons in ELA and MATH as measured by formal and informal observations. Common planning sessions will have a focus on differentiating instruction for specific content areas – literacy, math, social studies and science. Teachers developed a deeper understanding of what it means to differentiate instruction by participating in study groups using published authors in the topic of differentiation, such as Carol Ann Tomlinson, *Knowing and Teaching Elementary Mathematics*.

Tenent we Struggled in:

Tenent 6

By June 2014, there will be an increase of at least 3 percent in the number of parents attending school functions as compared to the 2012-2013 school year. We increase the school open house opportunities and classroom visitation opportunities through the implementation of the monthly Morning Muffins and Joe. This was an opportunity for parents to meet with their child's teacher monthly to discuss progress or concerns. We improved communication through weekly and monthly news articles and updates (newsletters, progress reports and class news/flyers). We utilized the partnership with SCAN to provide social service support to struggling families; however most of our efforts were to no avail. We still did not increase parental involvement.

09X230 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	158	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		90.5%	% Attendance Rate		89.7%
% Free Lunch		93.5%	% Reduced Lunch		3.0%
% Limited English Proficient		18.1%	% Students with Disabilities		32.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		2.5%	% Black or African American		40.2%
% Hispanic or Latino		56.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		0.5%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		7.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		6.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		13.6%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)		56.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		YES
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		NO
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

09X230 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	158	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		90.5%	% Attendance Rate		89.7%
% Free Lunch		93.5%	% Reduced Lunch		3.0%
% Limited English Proficient		18.1%	% Students with Disabilities		32.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		2.5%	% Black or African American		40.2%
% Hispanic or Latino		56.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		0.5%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		7.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		6.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		13.6%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)		56.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		YES
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		NO
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

09X230 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	158	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A

Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	90.5%	% Attendance Rate		89.7%
% Free Lunch	93.5%	% Reduced Lunch		3.0%
% Limited English Proficient	18.1%	% Students with Disabilities		32.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.5%	% Black or African American		40.2%
% Hispanic or Latino	56.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.6%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)	56.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	I

Part 1b. Needs/Areas for Improvement:
 Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
 Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers partner and plan to develop lessons in the core curricula areas targeting technology, literacy, math, social studies and science. This is done weekly during common planning sessions during the school day and after school. During these meetings teachers are revising the curriculum, creating rubrics, creating assessments and analyzing student work. This is done to ensure that the needs of all students are being met and instruction is targeted and rigorous. However, the arts are provided by teaching artists from Wing Span. Their teaching artists are trained professionals who come into the school weekly to provide the students with the arts in the following areas: ballroom dancing, theater and choir. All teachers have a data binder where they compile, analyze and review day to day assessments. During Grade team meetings, assessments from the Treasures Reading program and Envisions math program are analyzed every 4-6 weeks, by the teacher teams, the results are presented to the curriculum team. Common assessments data is given to the data specialists to input into a data base to analyze for school wide trends and next steps. During grade team meetings, teachers are looking to see if there is coherence between learning results across assessments. In addition common rubrics were revised and developed so that all teacher feedback is specific and aligned to the rubric. However there is no comprehensive plan for teachers to work together to create interdisciplinary curricula within and across grades and subjects. As a result, student’s opportunities to engage in thoughtful, cross-curricular activities are minimized, which hinders students’ ability to be academically successful. The lack of alignment between the curriculum and assessments and limited, meaningful feedback to students hinders student ownership of their learning and academic success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will create and use a variety of formative and summative assessments to drive instructional planning and practices. All teachers will have a system for providing regular and explicit feedback to students that is based on data and guides them on the steps needed to achieve at a higher level. As evidenced by the assessments created feedback on student work, and data analysis tools that are used.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers in grade 4-5 will participate in weekly common planning sessions to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data.</p>	<p>All Students in grades 4 and 5</p>	<p>September 2014-June 2015</p>	<p>Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction.</p>
<p>Teachers in grades 4-5 will use the weekly Monday 100 min professional development time to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data.</p>	<p>All Students in grades 4 and 5</p>	<p>September 2014-June 2015</p>	<p>Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction</p>
<p>Teachers will work in collaboration with Teaching Matters consultants to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data. Through the development of lab sites on both grades 4 and 5</p>	<p>All Students in grades 4 and 5</p>	<p>September 2014-June 2015</p>	<p>Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction. The Teaching Matters consultants are responsible for providing the support.</p>

Teachers will work in collaboration with Generation Ready consultants to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data.	All Students in grades 4 and 5	September 2014-June 2015	Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction. The Generation Ready consultants are responsible for providing the support.
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School programed for a 8 period day
 Teaching Matters consultants
 Generation Ready consultants
 Protocols for Data analysis
 Reading, writing, and math curriculum guides

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

Every 4-6 weeks student groupings will change based on Envisions and Treasures assessments administered, and analyzed

Every 4-6 weeks teachers will have collected evidence that will indicate student performance, trends and next steps

Every 4-6 weeks teachers will develop formative and summative assessments to administer to students to drive their planning and instruction.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	I
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	I
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	I
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	I

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 230x has a Core Team that consist of the schools Guidance counselor, Parent Coordinator, and Administration. The team meets weekly to discuss social and emotional issues that occur within the school. The Core team works in conjunction with the S.I.T (Student Intervention Team). This team meets weekly with all core constituents to discuss behavioral issues within the school. As students are discussed during CORE or SIT meetings interventions and plans are developed to decrease the student’s undesirable behavior. A member of the team may be assigned a duty to carry out to aid in the development of the plan to improve the student’s behavior. The School employs the PBIS framework as well the strong partnership with SCAN (CBO) & Wingspan. SCAN (CBO) provides case workers to support for ACS cases as well as social supports to the parents. They provide the after-school piece, academic support tutorial enrichment/activity, cheerleading, STEP, sports. The Response to Intervention Program at PS 230 operates through collaboration between the parents, classroom teachers, school based support team members and the administrative team. However, due to limited resources and training, all constituents would benefit from training and development in Response to Intervention Strategies. Currently, we utilize data collection and progress-monitoring tools specifically tied to state accountability tests and a multi-tiered instructional framework that addresses the literacy needs of all 4-5 school students, including struggling readers. The classroom teachers provide Tier 1 intervention in the classroom to students who have been identified as at-risk. Interim assessments, class work and teacher observations are used to identify students who may benefit from Tier 1 intervention. In cases where students are not making progress with Tier 1 intervention, they are then assigned Tier II intervention. Tier II intervention strategies consist of pull-out/push-in instruction with the Coach or SETTS Teacher. Should a student not make progress in Tier II, they are referred to the Pupil Personnel Team who reviews the intervention strategies provided and progress made thus far to determine if the student should be referred for special education services. SCAN (CBO) is the schools partner in supporting student social

and emotional health. SCAN provides Family Counseling and Support programming is designed to keep children safe and support family preservation. Preventive services, offered to substance abusing parents with young children identified as “at risk” for child abuse, blend counseling services with mental health and substance abuse treatment. Individual counseling sessions are provided along with group sessions addressing issues such as relapse prevention, parenting and domestic violence. Related services provide support for families with young children and teens and address mental health and domestic violence issues. After-school programming provides holistic wrap-around activities to approximately 120 students with the objective of reinforcing academics, providing diverse stimulation and enrichment, as well as providing a safe environment in the after-school hours. Approximately 50% of the staff are SCAN parents. Programs include tutoring, literacy skills, sports and recreation, hip-hop poetry, homework support, creative arts, martial arts, and youth leadership. With regard to school wide positive behavior interventions and supports. Select staff members attend training in the methodology and practices of PBIS and have turn keyed that information to the schools staff. Along with the professional development teachers were provided with literature defining the PBIS framework. The Core Team will support strategies to maintain a safe and orderly school climate. This will be accomplished in concert by continuing the partnership with SCAN, utilizing the schools CORE Team, and parental involvement. Teachers will have access to supports as well as act as thought partners with the S.I.Ts team. The school will continue to employ a PBIS mode to support the school community. Based on parent teacher feedback the PBIS model was put into place to encourage positive student behaviors. This is monitored during the biweekly meetings where positive behavior benchmarks are put in place to see if students are making progress towards meeting their established goals. CORE team members analyze detention records, student referrals, and OORS reports. In doing so the members are looking to see which students are being sent to detention regularly or being suspended and for what infractions. Once trends are noted and “Heavy Hitters, or repeat offenders” are identified plans are develop to support those students. These plans can range from a special education referral being initiated to a class change. Although students feel safe and supported in their classroom environment, the school does not have a comprehensive system to address the social and emotional developmental health needs of the students and to build staff capacity in this area. As a result, student social well-being and academic success are limited.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will develop and implement a plan with structures for using relevant student and family data to provide supports and services to fully meet the needs of all students. With the development of this plan we will see a decrease in the percentage of major and minor incidents over time by at least 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School will utilize its current detention data base to also identify additional family data such as housing situation, attendance, and level of school infractions, and academic achievement.	Students referred by teachers as behavior problems,	September 2014-June 2015	Parent Coordinator, Guidance Counselor

	students who have 3 or more detentions and suspensions		
Utilize partnership with SCAN NY to continue our ongoing efforts to meet the needs of s students in all three tiers of the behavior continuum. So that parents can be referred to the proper individuals within the agency.	Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions	September 2014-June 2015	SCAN site director, Guidance Counselor, Administration, all school staff
Bi-weekly meeting with the CORE team to review BIPS, incident reports and plan next steps based on student data indicating progress or lack of progress in reduction of minor or major students' incidents.	Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions	September 2014-June 2015	Administration, Guidance Counselor, Parent Coordinator
Roll out of school wide behavior expectations, procedures and protocols throughout the year to whole staff.	Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions	September 2014-June 2015	School staff and administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School staff, SCAN Staff, detention data base, scheduling of CORE team meeting biweekly,

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Specify a timeframe for mid-point progress monitoring activities.

Monthly at CORE team meetings the suspensions and detentions data base information will be shared and monitored.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	I
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	I

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Instructional practices and strategies are organized around common curriculum maps. These maps were developed by teacher teams and are aligned to the CCLS. Teachers then develop daily lesson plans that are derived from the curriculum maps along with formative and summative data. All lesson plans are to be specific to the teachers’ groups of learners and are derived from formative and summative data. The expectation is that all lessons are differentiated to meet the needs of individual or groups of learners. During common planning time student work and assessments are analyzed and lessons are planned, thus ensuring that teachers are using these data points to plan lessons effectively. Common planning sessions/Lab sites/ Book Clubs focus on differentiating instruction for specific content areas – literacy, math, social studies and science. This helps teachers develop a deeper understanding of what it means to differentiate instruction and align lessons to the CCLS by participating in study groups using published authors in the topic of differentiation, such as Carol Ann Tomlinson, *Knowing and Teaching Elementary Mathematics*. Along with consultancy work with Generation Ready (Literacy and Math Consultants) dedicated to supporting teachers in engaging all learners in instruction. In addition the investment in technology (Smart boards/ IPADS) was strategic in that the idea was to capture students in an area that interests them and increase engagement. School wide expectations with regard to student behavior are that all students follow the schools’ core value system REACH (Respect, Enthusiasm, Achievement, Caring, Hard work). Students that exhibit the REACH values are rewarded with certificates and acknowledged during assemblies by being named the “Student of the month.” Each month one student who has exemplified the REACH vales is honored as the recipient of the REACH award at the REACH Assembly. Additional, all students have the opportunity to receive “Scholar Dollars” (school money) that they can trade in for items in the Scholar Dollar store. Student voice is accounted for during monthly Student Council meetings. Class presidents and vice presidents meet to discuss student and school wide concerns, and plan school wide events. Teacher teams meet twice weekly for both horizontal and vertical planning in order to determine student progress, effectiveness of instruction, and school progress toward the

goals. Based upon clear evidence and multiple and frequent benchmarks students will receive differentiated instruction to ensure success. The results of these meetings are both shared and archived through distributive structures. All teachers maintain data binders. It is our belief that the collection and analysis of data helps to: develop sound educational practices at all levels; improve the quality of student achievement; set interim goals; quickly enable us to make instructional decisions about teaching practices and makes data transparent to staff/students and public. The expectations for teaching and learning will be clear, consistent, and tightly aligned to the goals of the Common Core. Students are frequently assessed through both formative and summative assessments in order to determine students' performance levels and progress towards learning standards. Students are given feedback both oral and written so that they are aware of next steps and skills or strategies need to progress to the next level. At the culmination of each unit of study each student will complete a Performance Based Assessment focused on the essential ideas of the unit of study in ELA and/or Social Studies and a Performance Task in Mathematics Science that incorporates both multiple-choice and constructed responses. Additionally in both literacy and math students are administered benchmark assessments a minimum of 3x per year, in order to give classroom teachers, students, parents and administration real-time data on current student needs and strengths. However, teacher practices do not generally reflect adequate strategic instructional decision-making that addresses the needs of all students. Consequently, high levels of engagement, cognitive rigor, and student achievement are limited.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Ensure that data is used effectively to drive instruction through aligning lesson plans and assessments; establish goals for all students and teachers and support teachers in the development of instructional plans to meet those goals; provide mechanisms for regular review of progress on the goals and hold all staff accountable for attainment as measured by 50% of staff being rated effective by June 2015 in Danielson component 3d.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly Professional development session during common planning times with Teaching Matters consultants along with Generation Ready consultants to analyze student data and create teacher friendly data analysis tools to support planning and instruction.	Teachers	September 2014-June 2015	Teachers, consultants, administration
Beginning, middle and end of year goal setting meetings with teachers and administration where teachers revisit goals set and discuss progress towards meeting those goals and next steps	Teachers	September-January-June	Administration
The principal and Assistant Principals will utilize the Framework for Teaching for classroom observations, informal observations, and formative classroom visits. The framework will inform pre-observation and post-observation conferences Professional development work and assessment alignment and formation.	Teachers	September-January-June	Administration

Teachers will participate in inter-visitations to observe best practices in 3b, c and d, debrief in teacher collegial teams and then plan next steps for implementation in their own classes.	Teachers	September 2014-June 2015	Administration
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling of common planning time and Monday PD for staff, scheduling of goal setting conferences, teachers maintaining of data binders, support from consultants

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Specify a timeframe for mid-point progress monitoring activities.

Use Danielson data tracker tool to assess teacher progress in domains 1 and 3
Sign in sheets and agendas from grade team meeting and Monday PD
Development of data tracking tools

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	I

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The schools mission and vision statements are visibly posted at the entrance and throughout the school. The school’s goals are posted in every classroom and they are developed in conjunction with the staff and parents that are a part of the schools SLT and PA. The schools SCEP goals are specifically aligned to the Danielson Framework whose sole purpose is to improve teacher practice. Thus, they support the school’s mission which is grounded in a commitment to on-going staff development, best teaching practices and meaningful parental involvement. When improvements or adjustments need to be made, they will be done so in a collaborative manner through the parents and school staff that are members of the SLT. In terms of programmatic resources, the school has an uninterrupted 2 hour literacy block where reading and writing instruction occurs. There are two teachers in every classroom so as to provide for small group instruction. The school also has two part time literacy and math coaches to support teacher development and practices. Teachers participate in weekly common planning time for both horizontal and vertical planning, along with common daily preparation periods. Fiscal resources have been spent on upgrading school technology, with the purchase of Smart boards, iPads, and document cameras. Outside consultants from Generation Ready, and Teachers and Writers Collaborative were hired for literacy, math, and technology development. The consultants assisted in lesson planning, curriculum mapping, lab site development and the conducting of demonstration lessons. This work is monitored through analysis of student achievement data and the NYC school learning environment survey. The administration has an observation schedule that was created to conduct targeted and frequent observations. In order to track progress, we utilize the MOTP tracker tool to track progress of teacher practices and decide on next steps for professional development. Teachers participate in weekly professional development around Advance that is targeted

and based on formal and informal observations in multiple formats. Feedback is concrete, actionable, and time bound so that teachers have opportunities for improvement. School practices are evaluated through the analysis of various data points, student work, ADVANCE, formal and informal assessments, PA meetings, Morning Muffing and Joe, and SLT meetings. Collaboration takes place throughout the year during these designated meeting times to discuss, evaluate success or lack thereof, and formulate next steps. School leaders assess teacher performance and provide regular feedback and professional development (PD) in support of the school comprehensive educational plan (SCEP) goals to implement the Common Core Learning Standards (CCLS). However, limited collaboration among critical stakeholders, few school-wide evidence-based practices, and reactive use of available resources limit high levels of student academic growth and achievement

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Ensure that feedback is timely, purposeful, and actionable and is related to the needs of individual staff identified in observations. Provide targeted PD with clear expectations of practice and create mechanisms to hold staff accountable for implementing feedback and the content and skills gained in PD.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
During the Monday 100 minute professional development sessions, the administration will continue to use the various supports the NYCDOE has provided for schools to help them implement <i>Advance</i> . Both administrators have attended numerous in-person and online <i>Advance</i> professional developments sessions.	Administration	Sept. 2014-June 2015	Administration, Talent Coach, Teaching Matters consultants and Generation Ready consultant
Additional support to the school will be provided by the NYCDOE Talent Coach. This coach is a hired specialist for both MOTP and MOSL to build the capacity of networks and clusters to support schools in implementing. Instructional rounds with DOE Talent coach will informal observations will be calibrated and entered into advance.	Administration	Sept. 2014-June 2015	TM consultants, administration, Generation ready consultants
Finally, the administration will participate in and conduct professional development sessions for staff using the NYCDOE created resources ARIS Lean. This tool provides information to help schools and support staff meet critical <i>Advance</i> implementation milestones including the <i>Advance</i> Web Application, an online application. ARIS Learn platform provides numerous online professional development modules on individual components of the Danielson <i>Framework for Teaching</i> , including videos of	Administration	Sept. 2014-June 2015	Administration, Assistant Principal

effective teaching practice.			
Leadership coach learning walks with administration will be conducted throughout the year to support further development of providing targeted feedback to teachers.	Leadership coach and administrators	Sept. 2014- June 2015	Administration and Leadership Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, consultants, ARIS Learns

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
NA													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
Monthly units are being revised so that the schools current math program is married with the Engage NY modules Weekly book club members share meeting agenda, and minutes				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	I
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	I

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Parents are active participants on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school supports parents and families by:

- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Actively involving and engaging parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the SCEP, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- Engaging parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conducting a parent survey at the beginning of the school year so as to structure parent workshops accordingly. Topics may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and

technology training to build parents' capacity to help their children at home;

- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

We have increased the school open house opportunities and classroom visitation opportunities through the implementation of the monthly Morning Muffins and Joe, which provides parents an opportunity monthly to meet with their child's teacher to discuss progress or concerns. "Family Game Night and Family Movie Night", which are opportunities for parents to come into the school and bond with their children thus building community. To improve communication we have implemented weekly and monthly updates (newsletters, progress reports and class news/flyers, school web site). We have also sought the support of other schools that are located within similar communities but have greater parental involvement. Utilize the partnership with SCAN to provide social service support to struggling families. We also:

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Community updates will be given via Newsletters, phone messenger, emails and outside Neon sign. Parents have the support of the SCAN CBO as well as a guidance counselor on staff here at the schools.

The outreach will be monitored by analyzing attendance at functions. By doing so ideally the indicators of success will be an increase in parent participation as well as a variety of parents attending the school functions. SCAN supports the students and families of PS 230 in a number of ways: SCANN provides Family Counseling and Support programming is designed to keep children safe and support family preservation. Preventive services, offered to substance abusing parents with young children identified as "at risk" for child abuse, blend counseling services with mental health and substance abuse treatment. Individual counseling sessions are provided along with group sessions addressing issues such as relapse prevention, parenting and domestic violence. Related services provide support for families with young children and teens and address mental health and domestic violence issues. After-school programming provides holistic wrap-around activities to approximately 120 students with the objective of reinforcing academics, providing diverse stimulation and enrichment, as well as providing a safe environment in the after-school hours. Approximately 50% of the staff are SCAN parents. Programs include tutoring, literacy skills, sports and recreation, hip-hop poetry, homework support, creative arts, martial arts, and youth leadership. The school also provides workshops that are designed to support parents, Read about it, talk about it, and think about it! : Find ways for your child to build understanding, the ultimate goal of learning how to read. Understanding the Common Core Learning Standards (CCLS): Explains what the CCLS standards are and the changes in academic expectations for students. Making the Transition to Middle School (4th and 5th Grades): Informs participants about middle school choices, the middle school environment, and how to adapt to middle school. Tentative- March 13, 2014 4pm. Also for the 2013-2014 school year, PS230 offered a series of "Bilingual Family Workshops". These workshops will be geared to parents of immigrant and ELL students. The focus of these workshops will be to introducing various techniques of ways parents can help their students academically at home. At these workshops we will also "Show" rather than "tell" about our current curriculum. P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing, school staff as well as the networks outreach staff. The top priority for family outreach will involve keeping families abreast of student progress. The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities. The guidance staff will also be part of the parent outreach program. The school will continue to partner with CBOs, namely, SCAN New York which includes a parent outreach component. The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers. **Parent/Family Room**-The parent/family room will be located on the third floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities. Student data is shared regularly as teachers and parents have an opportunity to converse monthly during the Morning Muffin Joe's as well as through the schools teacher developed SMPR (student monthly progress report). The school uses various methods to communicate with parents. However, the lack of a formal plan to communicate high expectations or to build reciprocal relationships and the lack of PD that focuses on

building and sustaining partnerships with families results in many unmet student and family needs

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the school will have developed and implemented a plan for all staff to gain understanding and expertise in creating effective partnerships with families and community agency partners; thus creating a more welcoming school environment and increasing parental attendance at parent teacher conferences and workshops by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Increase the school open house opportunities and classroom visitation opportunities through the implementation of the monthly Morning Muffins and Joe on Tuesdays during the scheduled parent outreach time. REACH assembly where students are recognized for exhibiting the reach values and monthly class assemblies where parents are invited into the school to watch their children participate in class performances This is an opportunity for parents to meet with their child’s teacher monthly to discuss progress or concerns.	Parents	Monthly October 2014-June 2015	Teaching staff, Parent Coordinator Administration, Guidance Counselor, and SCAN site director,
Network with other schools that are located within similar communities but have greater parental involvement.	Parents	Monthly October 2014-June 2015	Teaching staff, Parent Coordinator Administration, Guidance Counselor, and SCAN site director
To improve communication through weekly and monthly news articles and updates (newsletters, progress reports and class news/flyers)	Parents	October 2014-June 2015	Teaching staff, Parent Coordinator Administration, Guidance Counselor, and SCAN site director

Utilize the partnership with SCAN to provide social service support to struggling families.	Parents	Monthly October 2014-June 2015	Teaching staff, Parent Coordinator Administration, Guidance Counselor, and SCAN site director
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Guidance counselor, parent coordinator, SCAN support staff

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
NA													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
Monthly analysis of parent attendance at school functions Monthly analysis of attendance at Tuesday parent outreach time Monthly analysis of parent and teacher referral to SCAN agency for preventive support services				
Part 6b. Complete in February 2015 .				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All Level 1 and 2 students	<p>Guided Reading- Push-in. Daily for 50 minutes. Every classroom has two teachers providing targeted small group reading instruction.</p> <p>Title III After School Program—Provides additional literacy and mathematics support to students recently transitioning into a monolingual setting.</p> <p>ELA- Remediation and Enrichment After School Program-Provides additional support in ELA for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provides enrichment opportunities.</p> <p>AIS Tier II and Tier III intervention- Uses various strategies and skills to enhance reading fluency, phonemic awareness and reading comprehension</p>	<p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group-Tier II One-to-one- Tier III</p>	<p>During school Day</p> <p>After school</p> <p>After school</p> <p>During school day</p>
Mathematics	All Level 1 and 2 students	Math- Remediation and Enrichment	Small Group	After School

		After School Program -Provides additional support in mathematics for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provides enrichment opportunities		
Science	All Level 1 and 2 students	In science, the curriculum includes modifications, and materials to support below level students. This is built into the science lessons	Whole class	During the school day
Social Studies	All Level 1 and 2 students	In social studies, the curriculum includes modifications, differentiation and materials to support below level students. This is built into the social studies lessons.	Whole class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have received 3 detentions or 2 or more suspensions in one month. Teacher and parent referrals based on school intake sheet process	Crisis Intervention during school Anti bullying during school and after school. Family therapy during and after school. For 4 th and 5 th graders Middle School. Application preparation and visitations. Family Living classes provided during school day and extended school day.	Small group	During the school day, and After School

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- Have a participation rate of 65% for identified students in Expanded Learning Time.
- 65% of students who participate in the ELT program will increase their Tier II vocabulary as measured by a 3 level jump in the F and P benchmark reading level.

Provide students with enrichment activities to help develop their socio- emotional skills as measured by a 35% decrease in suspensions and school level infractions.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Level 1, 2 and ELL students

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

ELT is a core element of our school's improvement. The model we are implementing stresses teacher collaboration, data-driven instruction, and integrated enrichment. It is designed to provide academic support to students—i.e., teachers, tutors, and mentors. Educational specialists develop programming to help students improve their learning, catch up with their peers, meet learning standards, and generally succeed in school. The program components are :

- Academic (Tuesday-Thursday for 2 hours) co-curricular activities (Monday and Friday for 2 hours)
- Providing professional development for teachers (Twice Monthly)
- Providing mental and physical health services to students (as needed for identified families)

Engaging in parent outreach and involvement (Monthly through workshops and seminars)

Through small group instruction and a longer school day, PS 230 teachers and SCAN support staff supplement or enrich student learning, often in the form of *co-curricular* programming—i.e., educational activities that are connected in some way, to what students are learning in school (musical and theatrical performances, math teams, mock trials, debate competitions,

or robotics clubs, among many other possible activities, are examples of co-curricular programming).

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

We are ensuring that the students are receiving these services through parental outreach. Through such means as the automated school messenger, Newsletters, and home visits. Additionally we conduct parent workshops informing the parent community of the demands of the CCLS and how beneficial attending ELT would be a preparation tool. Lastly, we conducted surveys to find out what activities were the most engaging for our students so as to keep their interest and keep the attendance rate up.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

SCAN has been providing support to thousands of at-risk families and children in East Harlem and the South Bronx since 1977. With programs as diverse as substance abuse treatment, violence prevention, literacy programs, after-school activities and events, employment skills training, and youth leadership, SCAN’s family-focused approach builds on individual and group strengths. SCAN programs empower, fostering responsibility and initiative, and enabling families and children to believe in themselves. The students participate in enrichment activities such as arts and crafts, basketball, chess, dance and soccer twice a week and the additional three days they are immersed in academic activities with a licensed teacher and two SCAN NY support staff who assist with the academic support in providing for smaller group work. The SCAN staff and teachers meet to plan and discuss how the academic support that is given during After School is an extension of the school day. PS 230x school principal along with SCAN’s site director will directly overs the programs day to day operations.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

SCAN NY provides a free five- day-a-week after school program that runs Monday–Wednesday 3:00-5:30 and Thursday-Friday 2:20-5:30. PS 230 teachers are paid per session to provide the academic enrichment piece as well as to plan collaboratively with the SCAN NY support staff around extending the academic day for students. Additionally the SCAN NY staff provides students with the enrichment activities. The SCAN staff and teachers meet to plan and discuss how the academic support that is given during After School is an extension of the school day. PS 230x school principal along with SCAN’s site director will directly overs the programs day to day operations. The schedule adjustments that need to take place were scheduling sessions after school for the staff from the school and the CBO to meet and coordinate services.

Part 3c. Timeline for implementation and completion, including start and end dates.

The ELT portion of the program began on November 5, 2014 and ends on April 23, 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

NA

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Specify a timeframe for mid-point progress monitoring activities.

During the academic portion of the ELT program students are group homogenously for small group instruction. Students are given assessments in literacy and math every two months to assess progress. During the enrichment portion of ELT the students are heterogeneously grouped and there progress in the enrichment activities is assess by looking at the schools detention an school level infraction data base. Monthly a report is run and shared with the schools CORE team to see if there is a decrease in school level infractions.

Part 5b. Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
---	---	-----	--	----

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Our strategies for recruitment include utilizing the schools' hiring committee. This committee consists of administrators, teachers and select parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the responses a search begins using the New Teacher Finder and conversations with colleagues past and present within and outside of New York City. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they will fit in with the school's culture. Next, candidates sit for an interview where it is determined if the candidate is a person of interest. The candidate does a demonstration lesson which is observed by administrators and teachers. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed, the committee meets to make selections.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. Teachers have weekly common planning time that can be used for on-going professional development and planning together. Learning Walks, Lab Sites, and study groups will also be tools for ongoing professional development throughout the year. Professional development opportunities provide teachers with After-School professional development in specific areas of instruction. Since the school has been identified as failing to meet the needs of ELL's, some of this professional development will focus on effective ESL strategies that every classroom teacher can use to support these students. Professional development also focuses on providing teachers with additional strategies for identifying students' needs by effectively analyzing student assessment data. Teachers need time to visit high-performing schools in order to see best practices in action. After these inter-visitations, teachers need time to reflect and plan. The goal of the Administration is to increase job satisfaction by creating opportunities for teachers to make more decisions about curriculum, professional development, and certain educational initiatives so that highly qualified teachers will want to be a part of a school that is being moved in a positive direction by the staff as well as the Administration.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

NA

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A PS 230 will phase out over the next 2 years. We currently serve grades 4-5 only

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers have an opportunity to participate in the review, selection and use of appropriate multiple assessment measures during weekly common planning time, which is built into their schedules. Weekly during the 100 minute professional development session along with the weekly common planning grade team meeting teacher engage in the activities of interpreting and using assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	1,664.57	NA	13,16,23,27
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	225,000.00	x	13,16,23,27,34

Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	11,200.00		16,20,23
Title III, Immigrant	Federal	NA	NA	NA
Tax Levy (FSF)	Local	826,142.00	NA	13,16,20,23,27

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 230x will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS 230x], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 230
School Name DR ROLAND N PATTERSON SCHOOL		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Rowena Penn	Assistant Principal Janet Hackshaw
Coach Yolanda Payne	Coach Effie Johnson
ESL Teacher Beverly Guity	Guidance Counselor Delilah Martinez
Teacher/Subject Area Nilsa Rodriguez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ariana Rodriguez
Related Service Provider Yvette Jenkins (Speech)	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	36	ELLs as share of total student population (%)	18.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				0	0	0								0
Dual Language (50%:50%)				0	0	0								0
Freestanding ESL														
Push-In				1	1	0								2
Pull-out						1								1
Total	0	0	0	1	1	1	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	23			12			1			36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	23	0	0	12	0	0	1	0	0	36
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				5	13	14								32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	3									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	6	16	14	0	36						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				1	2	4								7
Intermediate(I)				2	12	8								22
Advanced (A)				3	2	2								7
Total	0	0	0	6	16	14	0	36						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	10	0			10
5	10	1			11
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0					0
4	7	3	2	1					13
5	6	4	2						12
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		2		2				13
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 230, we use Fountas and Pinnel Benchmark Leveling System, Treasures assessments and teacher created assessments to determine our students early literacy skills. These assessments help to determine students ability level with regard to letter recognition and sight words acquisition. This data has shown that most ELLs that enter our school usually come in without an early literacy

background. For this reason we provide our students with extra phonics and words study instruction in order to increase their letter recognition, sight word recognition etc. For example of the 3rd, 4th, and 5th graders that have entered our school at some point during the 2012-2013 school year 8 were reported to be NR (None Reader) using Fountas and Pinnel and 1 student was at level B. All of these students received ESL Push-In services through out the day, respectively, to receive additional services with letter recognition and phonics instruction to name a few.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our school's LAB-R and NYSESLAT data reveals that Intermediate student make up the largest amount of our ELL population. Across all grades, 3rd, 4th, and 5th Intermediate students our numbered Beginners and Advance. Our largest population of intermediate students are in the 4th grade followed by our 5th graders. Most of our intermediate population are new to the country within the past 1 to 3 years. A major focus with these groups will be working on skills that are tested on the NYSESLAT with an emphasis on writing skills and grammar. We are going to work closely with in order to ensure that they receive the necessary support in preparing for the next test band of the NYSESLAT and in order to try and move those who have passed the newcomer range out of the ESL program if they are ready.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Patterns across the NYSESLAT modalities are being weighed heavily when making instructional decisions. These trends will continue to be referred to throughout the school year. The vast majority of our ELLs across all grade levels (3-5) tested either advanced or proficient on the Listening/Speaking portion of the NYSESLAT. This means that they were well prepared for this section of the exam last year and that we will employ many of the same strategies that we used. We will continue to place a heavy emphasis on accountable talk in order to ensure that our ELLs are practicing their speaking skills in meaningful ways. Analyzing the results of the NYSESLAT by modality showed that our students' reading and writing skills are far weaker than their listening and speaking skills. This means that reading and writing will be the focus of our ESL instruction this year.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. Across all grades, 3rd, 4th, and 5th Intermediate students our numbered Beginners and Advance. Our largest population of intermediate students are in the 4th grade followed by our 5th graders. Of these students Intermediate students, 8 students were administered they NYS Math exam in their native language. Based on the results of the 2013 state exams and the results of the city as a whole, there was not an observable trend among students who took last year's state tests in their native language vs. those who tested in English.

B. This year, are school did not administer the ELL Periodic Assesment. Based on passed assessments and the NYSESLAT data one major change that school leadership and teachers made has been to incorporate a grammar mini-lesson into our daily writing block. This ensures that our students are receiving explicit grammar and writing mechanics instruction every day of the year. Another trend we found was that ELLs were struggling most in writing conventions and higher order reading comprehension skills such as making inferences. This allowed us to create activities that focus on being able to identify and correct grammatical mistakes in writing pieces in order to help students answer multiple choice questions about writing conventions. We are also focusing on developing reading comprehension skills by using authentic texts. For example, during guided reading, teachers have opportunities to explicitly instruct students in the reading strategies that they demonstrate weakness in (e.g. making inferences, linking cause and effect, determining the meaning of vocabulary from context).

C. The Periodic Assessment Dats is analyzed school wide and in terms of the ELL population. Gauging the performance of our ELLs on the Periodic Assessment allows us to focus both our ESL instruction and the classroom reading instruction in the classes that house the most ELLs on objectives that are indicated as well points on the Periodic Assessment. Periodic Assessments have shown that our ELLs are struggling with reading comprehensions. As a result, the guided reading block has ELLs grouped together according to reading level. Phonics objectives and comprehension objectives are woven together in order to move our students forward in terms of decoding and comprehension ability.

The Math Periodic Assessment is provided in the native language when applicable. This allows us to assess mathematics ability more accurately instead of comprehension of the questions in English. Periodic Assessment data has shown word problems to be an area of weakness for our ELLs. Our school engaged in a professional development series in order to support math language development for ELLs, and the emphasis of math themed grade team meetings continues to build on developing the language of math.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

In implementing RTI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (e.g., Spanish) are adequate, but whose literacy skills in their second language (i.e., English) are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. Other students may have low literacy in both first language and English because they have not received adequate instruction in either language. Still another group of students, the smallest group, demonstrates low literacy skills in both their first language and English even after receiving adequate instruction. Currently, PS 230 uses the result of the LAB and LABR to identify our students capacity in their native language (Spanish). Students who have a strong capacity in their native language, are given assessments in their native language to ensure that they receive and understand the respective information. Additionally teachers are provided with:

- Ongoing and research-based professional development
- Our fully credentialed ESL teacher continuously acquires new knowledge regarding best practices in bilingual education and ESL.
- General education teachers have the opportunity to regularly participate in professional development focused on meeting the needs of ELLs (e.g., information about bilingual education, ESL strategies, and the cultural and linguistic characteristics that serve as assets to the academic success of ELLs).

Early in the school year, we identify ELLs who are struggling or who show signs of potentially falling behind and identify ways in which to further aid these students with their classroom experience and out of classroom supports. Once identified, data meetings are conducted with the classroom teachers and staff to support the individual students. This gives all those involved the opportunity to discuss strategies that may or may not be working for the students and identifies next steps. If a student demonstrates persistent difficulties and challenges despite additional, high-quality instructional supports and interventions (Tiers 2 and 3), a multidisciplinary evaluation is conducted to determine if a student requires special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

At PS 230, we ensure that a child's second language development is considered in instructional decisions in all ELL classrooms. Teachers receive constant professional development to learn and put into practice various ELL strategies. In all classrooms we ensure that a child's second language is considered by:

- Monitor ELLs' progress as frequently as you monitor the progress of all other students
- When ELLs demonstrate low abilities in grade-level target skills in reading, provide research-based instruction.
- Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features.
- Set high but reasonable instructional expectations that provide ongoing instructional support to ensure that these expectations are met.

Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

PS 230 does not currently have a Dual Language program due to the number of parent choice for this program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs in terms of how well our students are able to participate, interact, and be acclimated into their mainstream classes. This is measured in terms of ELL success on teacher made assessments, school wide assessments and quality of work produced in class. Another major way that we measure the success of our program is state tests. The NYSESLAT is our major indicator of annual growth in our students. We look at scores in all modalities in order to see where our program has been able to move students forward. We also depend on ELA results in order to gauge our ELLs' language abilities relative to their native English speaking peers.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. As parents or guardians of newly enrolled students enter the school they are greeted and guided through the registration process by the pupil accounting secretary and the ELL Coordinator. Parents are also required to complete a Home Language Identification Survey (HLIS) in order to determine the language spoken in the home. The Home Language Survey is filled out by the parent with the help of the ELL Coordinator. A student is considered to have a home language other than English when: one question (Part 1: questions 1-4) indicates that a student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent along with the student is interviewed by the ELL Coordinator or a license pedagogu, if needed, in their native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined.

All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogue: the ESL teacher (who is fluent in spanish) who is licensed in TESOL K-12. If students are classified as ELLs, parents are sent an entitlement letter and invited to a parent orientation so that parents can choose the ELL program that they would like their child to participate in. Each Spring students are evaluated through the administration of the NYSESLAT until they receive a score of "Proficient".
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Our school invites parents of ELL students to participate in orientations in order to increase their involvement and awareness in the academic activities of their children. ELL Parent Orientations are facilitated by the ESL teacher (licensed TESOL K-12). After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them via mail and backpack notification of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. Group orientations as well as one to one sessions are offered on at different times in order to accommodate parents' busy schedules. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to the meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator in order to receive more information about ELL programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Entitlement letters are sent home by the ELL Coordinator to inform parents of decisions made based on the LAB-R testing results. Entitlement letters are either given to parents if they are picking their children up from school or sent home in students' backpacks. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. Orientation flyers, reminder flyers, and personalized notes are also sent home with students whose parents have missed an orientation. If parents do not return their Program Selection Forms, students are placed in the default program that is available at PS 230 based on the existing ELL population which is our ESL program. Original Parent Survey and Selection forms are stored in students' cumulative

records. Copies are also kept in a separate ELL Coordinator Binder. They are continuously reviewed based on newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create additional bilingual programs.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL teacher and with school administration in order to choose the program that they see fit. Dual language, TBA and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. Students are placed in programs based on parent choice. If the program requested is not yet offered at P.S. 230, parents are given the resources they need to pursue a school transfer. When new Parent Survey and Program Selection forms are filled out, our school staff reviews our numbers of ELLs at each grade in order to determine whether it is appropriate to open a bilingual program. Our school has Spanish and French speaking staff members, so parents are usually able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to administer the NYSESLAT in an orderly and timely fashion, a calendar is developed identifying the dates and times all sections of the NYSESLAT are administered for all modalities (Listening, Speaking, Reading, and Writing). Once dates and times are established a team of teachers are identified to ensure that the ESL nor the ELA teacher of the students being tested are administering any part of the NYSESLAT to the students. Once the team is identified, the receive training on rules and regulations of administration and the methods of grading the Speaking and Writing portion of the NYSESLAT. During the testing window of the NYSESLAT the RLER is pulled on a daily basis to ensure that all ELL are identified and scheduled to that the respective portion of the NYSESLAT. If students are absent, time is allocated in out test administration calendar to test students who were absent or left early.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend that has emerged in parent program choice shows a preference for ESL instruction. During the 2013-2014 school year, we have not had any new ELL students. Parent Survey and Program Selection forms during the 2012-2013 school year indicated that 20 of 21 parents chose the ESL program model for their children. One parent requested a bilingual program but refused a transfer and kept their child in the ESL program at PS 230. Parent choice is always honored, meaning that parents are always given a placement for their children at P.S. 230 in the program that they chose or they are provided with the contacts needed to pursue a transfer. It is our goal that all students are able to participate in the program that their parents choose at P.S. 230. This is why Parent Survey and Program Selection forms are constantly reviewed in order to ensure that our program offerings align with parent choice and city mandates. A record of parent choices according to Parent Survey and Selection forms is kept in an excel document by the ESL teacher in order to provide for efficient review of the existing parent choices and remain current on PS 230's obligation to provide the program model that parents choose. Copies of the forms are also kept in an ELL binder for easy access. Original forms are kept in students' cumulative records.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- A. The ELLs at our school (grades 3, 4, 5) receive Push-In/Pull-Out ESL services. All advanced students receive 180 minute of ESL instruction per week and all beginner-intermediate students receive 360 minutes of ESL instruction per week regardless of the model of services that they receive. Push-In ESL periods involve a Co-Teaching model where the mainstream teacher and the ESL teacher collaborate in order to provide scaffolded, differentiated instruction. The two teachers plan together in order to ensure students needs are met and that lessons are adapted so that they reach our ELLs. Teachers incorporate technology into their lesson plans in order to engage students and students create their own technology projects to demonstrate learning. Some examples of these projects include classroom videos, mock public service announcement videos, student-created websites and podcasts. These materials provide students with opportunities to demonstrate learning in a creative, innovate way and also provide an alternative means of authentically assessing student achievement.

Additionally, PS230 currently uses the Treasures curriculum program. The program provides explicit instruction in all four English

modalities: listening, speaking, reading and writing. Class discussion and structured partner talk are highly scaffolded components of this program and projectable resources provide visual supports that are particularly helpful for ELLs. This curriculum is being utilized school-wide (3-5) with the hopes that students will be supported throughout their entire elementary school experience. This curriculum also provides valuable resources and methods of adapting content so that while in mainstream classes ELLs will still have access to content that is being taught. This curriculum is aligned with the common core standards and it encourages teachers to focus on consistent assessment practices in order to group students and plan for future instruction. Additionally, the curriculum caters to various learning styles in order to try and reach all students. Different kinds of visuals such as pictures, projectable materials, cards and posters cater to visual learners while the incorporation of music caters to auditory learners. Explicit grammar instruction embedded in authentic contexts is also part of our new curriculum. This program provides a wealth of information for teachers about which errors to anticipate and account for among English Language Learners by incorporating elements of cross-lingual transfer theory into the teacher's manual. A phonics transfer chart and a grammar transfer chart make this information easily accessible for teachers, and the program also provides options for sentence frames in order to provide structured speaking practice.

B. During push-in periods, instruction is adapted to reach students of heterogeneous English proficiency levels since they are all in the same class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELL population in grades 3-5 receive ELA instruction from their classroom teachers and ESL instruction from the ESL teacher. Beginners and Intermediates receive 360 minutes of ESL instruction through eight 45 minute push-in sessions of ESL per week. Advanced students receive 180 minutes of ELA instruction during the balanced literacy block (reading, writing and word study) that is taught by their classroom teachers. They receive 180 minutes of ESL instruction during four 45 minute pull-out periods each week. In accordance with CR Part 154 which requires that ESL/ELA minutes be distributed into equal daily allotments.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the ESL program model, content areas are taught by the classroom teacher entirely in English with ESL strategies. ESL strategies are employed by instructors of ELLs during all content area instruction. Students in the ESL program receive content area instruction from their classroom teachers, who are given support in order to adapt and scaffold lessons for the ELLs in their classes. Math instruction occurs for 75 minutes on grades 3-5 in mainstream classes. Literacy is embedded into all content areas. That is, all teachers are encouraged to add vocabulary and reading components into content lessons. The same mentality is reciprocal during our literacy block. Teachers incorporate non-fiction reading about science and social studies content into independent reading choices and read alouds. Teachers are encouraged to create both content and language objectives for each lesson in order to ensure that language development is one of the goals of each lesson that is taught.

Although instruction in mainstream classrooms is entirely in English, the use of visuals, manipulative and an emphasis on content vocabulary development are considered during the planning and delivery of lesson so that ELLs are better equipped to access classroom instruction when they do not have ESL support. We rely upon technology to provide ELLs with extra visual aids and sound effects to enhance learning and connect content to familiar situations and background knowledge so that ELLs can access new material. SMARTboards and document cameras provide opportunities for visual, auditory and kinesthetic learning within the content areas. Vocabulary instruction is inserted into every content area and language support tools such as sentence frames and an emphasis on accountable talk ensure that ELLs are supported when participating in content lessons. Pull-Out ESL instruction also incorporates important content themes from science, social studies, reading and writing into Thematic Units so that ELLs have additional opportunities to engage with content vocabulary and unfamiliar subject matter.

In recent years, our school placed a heavy focus on incorporating ELL strategies into our math block. This year we will have an AUSSIE consultant who will provide more strategies for all classroom teachers. The AUSSIE consultant will run monthly professional development sessions along with the administrator in charged and regularly engage in one on one meetings with teachers and lesson modeling in order to ensure that math vocabulary and language development opportunities are explicitly incorporated into mathematics instruction. Teachers will be able to observe videotaped lessons and reflect on guiding questions.

The common core alignment requires that states establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement. PS 230 current model of academic delivery is catered to do just that to ensure that all students have access to curriculum through all domains.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not currently provide a dual language program. Therefore, ELLs are not usually assessed in their native language. However, translations copies of the math and science NYS exams are available for students use if necessary. Additionally student are provided with Math text books and assignments in Spanish. If we have any new entrants who are identified as Spanish speaking, the LAB is administered in order to determine language dominance and programs to better support student learning.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year and with support of the ESL teacher, class room teachers provide students with the opportunity to process, understand, interpret and evaluate spoken language in a variety of situations (guided reading, math)-Listening

Engage in oral communication in a variety of

situations for a variety of purposes and audiences (accountable talk, Think, Pair, Share)-Speaking

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency (guided reading with visual supports)-Reading

Engage in written communication in a variety of situations for a variety of purposes and audiences -Writing

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for our ELL students largely according to proficiency level but also according to ELL subgroups. ELLs receiving 4-6 years of service and long term ELLs are engaged in the same lessons as their mono-lingual peers, however these lessons are adapted to include language objectives and extra language support. For example, high-level vocabulary development is a focus for this longer term population, as is the ability to express ones self in writing. This means that push-in groups that house large numbers of long term ELLs are centered more around the modality of writing (while constantly integrating the other three modalities) since this is the most problematic modality for that subgroup. ELLs identified as students with disabilities are also provided with the services mandated on their IEPs.

a. Currently, PS 230 does not service any SIFE students, but in the past SIFE students were given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an effort to create connections between school material and the knowledge that our SIFE students do have are all means by which we scaffold content for our SIFE students' needs. Use of technology in the classroom through SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. SIFE are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material during the school day.

b. ELLs who are in the US for less than three years receive instruction from classroom teachers who incorporate ESL strategies in addition to receiving services from the ESL teacher. The focus for this subgroup is to develop academic language through the use of sentence frames and sentence stems both in speech and in writing. Graphic organizers are added to lessons so that students are able to associate specific language and organization with material that they are learning. Over the course of this 0-3 year period, students move from focusing on Tier 1 vocabulary development and basic phonics and reading comprehension, to a much higher level of academic language which constantly adds Tier 2 and Tier 3 words, and incorporates far more complex word study and reading comprehension skills. Students are supported throughout this period so that they can acquire BICs at first through interactions with their peers during group work and partner work and explicit vocabulary instruction by their teacher. It is our mission to keep pushing students so that classroom interactions are imparting CALP and students acquire this higher level academic language as soon as possible. Since ELA testing will occur for ELLs in the country for one year, test preparation will be one of the areas of focus for newcomers. ESL instruction will pull out objectives from past test materials in order to expedite the process of becoming familiar with the content that is on the ELA test. Also, every student in our school is a

member of a guided reading group that meets several times per week. Skills that are a focus of the ELA exam will be taught explicitly during guided reading time using authentic texts that meet students at their reading level. This will give students the opportunity to engage with ELA skills in a small-group environment where the output will not be multiple choice passages. Then, when students are confronted with passages they will be better equipped to analyze them having already become familiar with the same skills using lower level books and graphic organizers. A major focus of this year is also to help newcomers read on grade level-the major reason for the guided reading block. Many of our newcomers are not yet close to this level, but pushing their reading using independent, shared and guided reading will make them better able to handle the ELA test.

c. ELLs receiving service for 4 to 6 years are often experiencing difficulty specifically with those objectives that are tested on the NYSESLAT. Therefore, lesson objectives and content will be pulled from the kind of material that is usually tested on the NYSESLAT. School data, including past NYSESLAT scores, shows that additional emphasis should be placed on writing skills during ELL instruction. A data-driven approach will be used throughout the year in order to determine which content these ELLs need the most support with, and instruction will be tailored to these objectives. Additionally, special emphasis will be placed on developing these students' Cognitive Academic Language Proficiency (CALP), because students that have been in the country for 4-6 years have often made great strides with their Basic Interpersonal Communication Skills (BICS) which can be misleading when they are still not succeeding with academic English. Therefore, listening, speaking, reading, and writing about subject area content material will be a priority for these ELLs. Explicit vocabulary instruction will also be incorporated into every content area in order to ensure that students are increasing the sophistication of their academic language.

d. While we currently do not have any long term ELL at P.S. 230, we do have two students who may fall in that category if they do not pass the NYSESLAT for the 2013-2014 school year. These students are provided with NYSESLAT test sophistication materials throughout the year as the test itself is usually problematic for them. These students are also encouraged to attend the ESL after school program since the program provides additional preparation for the NYSESLAT. These students are given many language enrichment tools such as sentence frames, sentence starters and vocabulary banks in order to ensure that they are developing their academic language in every opportunity. Since these students are often proficient in accomplishing basic communication and following most classroom tasks, the focus with this subgroup is to push students to use high-level academic language.

e. Transitional support for ELLs reaching proficiency on the NYSESLAT includes testing modifications designed to increase student opportunities for success during the shift into a monolingual program. They are also often placed in classes with other ELLs so that they can still benefit, if necessary, from some of the methods used by the ESL teacher during push-in time. Placing these students in classes with ELLs also ensures that they are receiving the benefits of the ESL strategies that are being incorporated by classroom teachers. Former ELLs are also candidates for academic intervention services and receive this additional support if they demonstrate a need for it.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs that have special needs are part of the Push-In instructional ESL program, the ELLs with special needs range from beginner to advance levels so they will receive 360 minutes of combined Push-In time per week. ELLs with special needs will be grouped with students on their grade level and with students at their proficiency level for ESL instructional time. ELL IEP's are always taken into account in order to ensure that instruction that is being provided is consistent with students' needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In efforts to services provide services within the least restricted environment, students with disabilities in self-contained classes are mainstreamed with students in general education class on their grade level for ESL services for 360 minutes per week.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

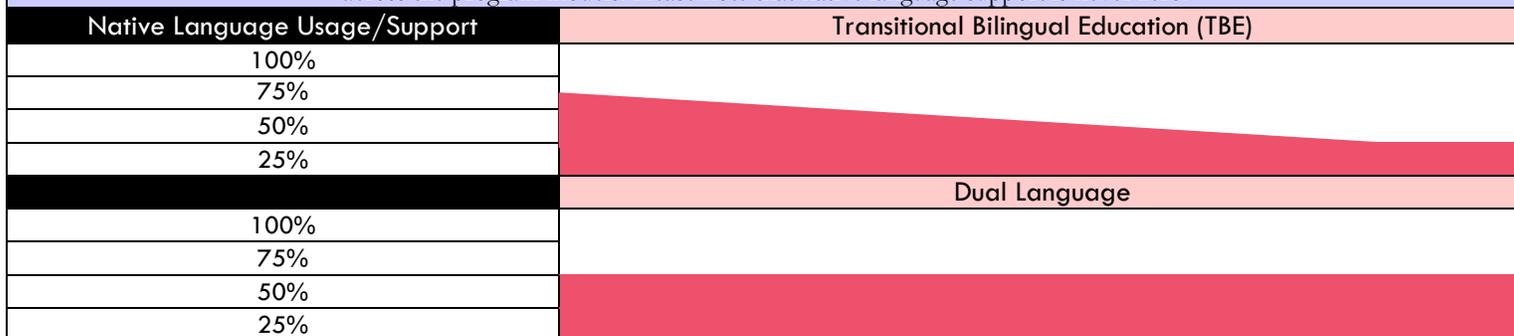
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The intervention services offered at P.S. 230 are centered around literacy. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra literacy support in the ESL after school program. For our ESL after school program, we will be using BrainPOP ESL. BrainPOP ESL is a comprehensive English language learning program that uses highly engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies are leveled, with each new movie and associated features building upon earlier ones, thereby reinforcing vocabulary, grammar, pronunciation, reading comprehension, and writing skills. The building block structure enables students to master the language in a step-by-step process, giving them the confidence they need to read, write, and speak English.

Currently PS230 is using the Envisions program for Mathematics. Envisio is a daily Problem-Based Interactive Math Learning followed by Visual Learning strategies deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections through the Visual Learning Bridge in every lesson. Ongoing Diagnosis & Intervention and daily Data-Driven Differentiation ensure that enVisionMATH gives every student the opportunity to succeed.

All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hands on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

At the beginning of the school year, all classroom teachers are given a list of ELL students per grade and class. All ELL teachers are then provided with ELL student information to help guide them in understanding the students strengths weaknesses and learning styles.

P.S. 230 ESL program currently incorporates all components listed below.

- 1.all instruction is done in English;
- 2.make connections to students' lives
- 3.create responsive classrooms
- 4.have students interact with each other and with text
- 5.when possible, the child's primary language is used to clarify instruction;
- 6.English is taught through reading, language arts, math, science, and social studies;
- 7.the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- 8.lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

Currently we have Integrated "Group" Classrooms. Our ELLs are grouped and integrated within our general and special education classrooms, respectively. Within these classrooms, ELL strategies are used with support of the ESL teacher. For example, language objectives are directly correlated to content objectives. Once a teacher determines the lesson topic from the appropriate content standards, the teacher begins thinking about the academic language necessary for English learners to complete the tasks that support the content objectives. This identification of the academic language embedded in the lesson's content becomes the basis for the lesson's language objectives. Additionally, ongoing assessments are administered to our ELLs. These assessments are catered specifically for ELLs and gives us a baseline from where to continue working or on what to reinforce.

Based on our NYSESLAT and informal assessments, we have seen tremendous progress in the language and content development of our ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

A continuous improvement/practice for the upcoming school year is that the Title III curriculum for ELLs will rely upon a large amount of project based learning. Units will be planned so that they are supporting themes and skills that are being emphasized in classrooms, but ELLs will have more opportunities for creative expression. A greater amount of technology is also being added to ESL instruction to help visual stimulations. While objectives are being pulled mostly from the ELA and ESL standards, thematic units which are centered around a content theme will provide students with key cultural knowledge and vocabulary which will prepare them for cultural references that they will encounter in reading passages on their exams. It will also give them greater access to content that they are learning in mainstream classes.

12. What programs/services for ELLs will be discontinued and why?

This school year we are attempting to group students more homogenously based on grade level and language proficiency level. In the past year there was a wide age range in groups that were receiving ESL services together. An improvement this year has been making sure that students are closer to each other in age and in language level (as much as possible in a school with a large ELL population). Also, the amount of AIS services being provided to ELLs is being evaluated very closely because we have found that ensuring that they can spend greater amounts of time in their classrooms has led to greater success. In other words, the amount of times per day that students are being pulled out of their classes is being minimized, while still ensuring that all ELLs are receiving supports that benefit them most.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have equal access to all school programs including after school. A special after school program for ELLs is offered in addition to the mainstream after school program which ELLs will be encouraged to attend. In this after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication. The school invites ELLs to participate in this program by sending an invitation home with students that is to be signed by the parents. Invitations are provided to all ELLs in grades 3-5 regardless of proficiency level or any other status. The ESL after school program is funded by Title III. The goal of the program is to supplement English Language Learning that occurs throughout the school day and raise the reading levels of our ELLs. ELLs are instructed in reading comprehension strategies in small groups. Strategies to focus on are pulled from multiple choice assessment results as well as running records. Students are instructed in a reading strategy where the teacher extensively models how to use that strategy in a text. Students then have opportunities to practice the strategy themselves either with printable books or reading passages. The ELL after school program also includes math instruction which focuses on automatic math fact practice using music and solving word problems by breaking down math language and using visuals. The rationale behind the program is to provide our ELLs with additional opportunities for academic language development, explicit vocabulary instruction and support of classroom instruction that breaks down content vocabulary. The goal of our program is to focus on reading strategies and vocabulary that will help ELLs read on grade level and to increase performance on math assessments by providing additional opportunities to engage with word problems.

ELLs are also invited to participate in the mainstream afterschool program run by SCAN (5 days per week) as well as the SES after school program which occurs 3 days per week. Invitations to each of these programs were sent home to the entire school so all students, regardless of language background, were eligible to participate. Extra sign-up forms are also always available in the main office. This ensures that ELLs who arrive throughout the school year are also able to sign up and participate in any after school program of their choosing. There are several bilingual members of the SCAN and SES staff, so instructors are able to communicate with ELLs. ELLs also participate in every program available to students during the school day such as the Wingspan program which provides music and dance and visual arts experience to our students. ELLs, along with the rest of their peers.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is a major tool in the ESL classroom. The smartboard is utilized often in order to provide extra visual aids and context for lessons using the internet. A listening center is also incorporated into ESL instructional time. Students are given opportunities to listen to books and complete activities related to unit themes. Materials are also taken from the website Reading A to Z so that students have a constant supply of unfamiliar authentic texts. Providing ELL reading groups with new books on virtually a daily basis ensures that they are exposed to a wide variety of genres, reading strategies and vocabulary. Manipulatives and real objects (especially during math and science) are a major tool in order to ensure that students can relate to the material kinesthetically and that content vocabulary is not preventing them from understanding entire concepts. In the after school program, we use the "Flocabulary" program in order to support ELL vocabulary development. It incorporates music, specifically hip hop, into explicit vocabulary and reading comprehension instruction. This program has been especially beneficial for Intermediate and Advanced ELLs. Also, bilingual dictionaries are always available to students in both Spanish and French, and native language supports are

provided by the instructor for beginners when necessary. Bilingual word walls, charts and other materials are created and provided in order to assist beginning students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support for students in the ESL program is delivered through using a cognate word wall, bilingual alphabet charts, and culturally relevant texts that may incorporate foreign language words into mostly English writing so that students can connect to English books. Explicit use of the native language during instructional time only occurs when absolutely necessary within the framework of the ESL class, and usually with new-arrivals to the school in order to ease their early experiences at the school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Every student is supplied with materials and resources based on their needs as learners. PS 230 currently uses Treasures for our literacy component. Teasure is a curriculum that integrates various ELL strategies
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Because we do not know the language status of students prior to administering the LAB and LABR, we do not have any activities prior to the beginning of the school year. Once students are identified, they participate in a "Newcomers Group" for 3 weeks where they are introduced to the schooling style and structure in the United States.
18. What language electives are offered to ELLs?
PS 230 currently does not offer language electives
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. PS 230 provides a variety of professional development for the entire school community throughout the school year. The school's professional development plan for ELL personnel consist of "lunch and learn" sessions designed to familiarize all staff with the most current, research-based best practices. ELL teachers will also have opportunities to register for professional development opportunities outside of the school. They will come back and turn-key information so that the entire ELL community can benefit from these workshops.

The schedule for the Fall 2013 includes:

- September 9, 2013 "Analyzing school Data/Developing School Goals"
- September 9, 2013 "Navigating Envisions Math Program"
- October 3, 2013 "ELL RBERN Workshop-An Introduction to Language Objectives"
- October 8, 2013 "Understanding ELL Data-Review of NYSESLAT Scores"
- October 17, 2013 "Richard Elmor's Instructional Core/Danielson Needs Assessment"
- October 24, 2013 "Danielson Framework 2b"
- November 5, 2013 "Close Read/Questions"
- November 5, 2013 "IPad-Confencing Made Easy"
- November 7, 2013 "Planning with Focusing on Questioning and Assessments"
- November 21, 2013 "Planning with Focusing on Questioning and Assessments"-Continued
- December 4, 2013 "Understanding Our ELLs-Where They Fall within The Domains"
- December 9, 2013 " Revisiting ELL Shadowing: Listening and Speaking"
- December 5, 2013 "Planning with Focusing on Questioning and Assessments"
- December 12, 2013 "Planning with Focusing on Questioning and Assessments"
- December 19, 2013 "Planning with Focusing on Questioning and Assessments"

2. The entire staff of PS 230 receives professional development through a cycle of grade team meetings in which the focus is ELL strategies. Meeting topics include writing meaningful language objectives, explicit vocabulary instruction, using visuals to support content comprehension and integrating graphic organizers as a means of scaffolding lessons. Also, whole staff monthly professional development sessions are also used as forums to provide support on how to integrate ELL strategies into the content areas as well as academic language development. All personnel are part of this professional development plan. This includes administrators and classroom teachers who teach ELLs as well as other mainstream teachers. This combination of grade team meetings, lunch and learn sessions, and after school professional development sessions will result in the minimum of 7.5 hours of ELL PD. All documents to support our school's professional develop plan are kept in a binder in the Assistant Principal's office.

These PD's empower our teachers to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Our PD program enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas.

3. Information is provided to staff so that they can assist students into applying to schools and programs that are bested suited for their needs. A team is created that is composed of the bilingual guidance counselor and parent coordinator in order to support staff in conducting research and making recommendations about program options. The ELL coordinator and other bilingual staff are available to assist teachers in translating information about programs to parents and engaging in other necessary communication with parents.

4. The 7.5 hours of ELL training will be composed of a combination of "lunch and learn" sessions and whole staff professional development sessions. During lunch and learn and afternoon sessions, staff will explore topics such as using visuals to aid in ELL instruction, integrating student cultures into the classroom, and best ELL practices during content instruction. The 10 hours for special education teachers will be attained by our weekly PD's with our RBERN Specialist which are held weekly for 45 minutes per meeting

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At the beginning of the Fall, Winter, and Spring parents are given the opportunity to participate in informational fairs/Workshops. Parents have the opportunity to obtain information on student curriculum, class rubrics, and free after school programs. Additional conferences are held for ELL parents, which include an informational video from the Office of English Language Learners. Parents also attend informational sessions pertaining to their childrens' academics which occur throughout the school year. Some parents also attend a three day training program through Learning Leaders to better assist students in need. During parent-teacher conferences parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers and the ESL teacher. Bilingual school aids are on hand to assist with translation when needed. Report cards and other important materials are also available in Spanish (the dominant language group in our school). ELL parent involvement in orientation activities, conferences and all other correspondence is generally very low. Therefore, this school year we have a phonecall initiative to contact ELL parents by phone in order to insure they are aware of important obligations and opportunities. Phonecalls are made by a Spanish speaker. Our school has Spanish speaking staff so translation services in those to languages are used when necessary. Bilingual informational materials from the EPIC kit are used when parents speak a language other than English, and if translation services into other languages are necessary they are pursued. Throughout the school year parents are invited to a variety of "Morning Joe's" where they get a chance to meet with their students teachers and discuss progress and or concerns they may have. This aids to maintain an open line of communication.

2. Agencies such as "Dress for Success" and Learning Leaders collaborate with P.S. 230 to assist parents with job interviews and training parents to effectively work with children inside the school. P.S. 230 also collaborates with Bronx Community College, Scanny and Mount Hope in order to meet parent needs. Translation services for these activities are either provided by the agencies or by our ESL teacher. The greatest effort is made to have a bilingual person facilitate these activities.

3. The school evaluates parent needs based on parent surveys that are reviewed by the school leadership team in order to come up with effective, targeted actions. Parents are also encouraged to be in constant communication with teachers and with the Parent Coordinator so that their needs are prioritized within the school. The Parent Coordinator engages in many forms of outreach which are intended to help parents become more aware of school programs, extra-curricular programs and more general community programs that are available to students and families. The Parent Coordinator provides this information during orientations and meetings at school that parents are invited to or by sending correspondence home. All forms of correspondence are available in Spanish (the dominant second language group at our school) and bilingual staff assists in outreach.

4. Parental involvement activities are based on feedback from parent surveys and one on one conversations. New programs are added based on requests. The parent coordinator assists with parent correspondence in many ways. When parents would like to pursue a school transfer, when they have questions about programming, or when they need to be contacted for other reasons the parent coordinator assists in coordinating meetings with the necessary staff. The parent coordinator also evaluates the needs of parents by engaging in one on one meetings with them whenever they have concerns.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Dr Roland N Patterson Sch

230

School DBN: 09x230

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rowena Penn	Principal		
Janet Hackshaw	Assistant Principal		
Ariel Rodriguez	Parent Coordinator		
Beverly Guity	ESL Teacher		
	Parent		
Nilsa Rodriguez	Teacher/Subject Area		
	Teacher/Subject Area		
Effie Johnson	Coach		
Yolanda Payne	Coach		
Delilah Martinez	Guidance Counselor		
	Network Leader		
Ivette Jenkins	Other <u>Related Service Prov</u>		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x230 School Name: Dr. Roland N. Patterson School

Cluster: 06 Network: 613

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon registration all parents/guardian fill out a Home Language Identification Survey(HLIS) in order to determine the primary language spoken at home. On the form parents also indicate what language they would like to receive written information from the school, and in what language they would prefer to communicate orally with school staff. Once the HLIS are collected the language information(OTELE code) is inputted in ATS by the school's Pupil Accounting Secretary. The school uses question numbers 1 and 2 in Part 3 of the HLIS, and the Home Language Aggregated Report (RHLA) to track the home language. The report indicates that majority (69%) of our parents' home language is English. 30% of our parents speak Spanish and 1% of our parents speak an African dialect. If parents indicate a language other than English qualified school personnel assist parents/guardians in filling out this document accurately. All written communication documents from the school are sent to all parents in both English and parent native language. The school utilizes the Language Interpretation Services (LIS) to translate documents in the parent's native language and NYC Department of Education translation and interpretation hotline services to translate during Parent Teacher Conferences. In addition school staff are also readily available to provide written and oral translation services for parents/guardians.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

In order to maximize parent participation, we have found that all written and oral communications between the school and students' families must be provided in both English and parent native language. All teachers and staff members are informed by the administration that all communication with student families should be bilingual to the furthest extent possible. The school also uses the translation services of the New York City Department of Education Translation and Interpretation Unit when necessary. We also use the school messenger phone service to inform parents about what is taking place here at the school.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School-wide notifications and letters are sent on double-sided sheets at all times; one side written in English and the other in the parent's native language. Translation of documents are done simultaneously with English version of documents to ensure timely delivery. Appropriate school signage and forms in the language required are posted around the school likewise side-by-side in both in English and the various native languages. Also, parents who speak a language other than English are provided with a translated Bill of Parents Rights and Responsibilities. The translation services for such documents are provided in-house by school staff when necessary. Both written and oral translation services are provided by our ESL teacher who speaks and writes fluently in Spanish. For translation services needed in languages other than Spanish, services are provided when and if needed by the Department of Education Translation Services Unit. Frequently used documents that are available in translated form are also pulled from the New York City Department of Education website.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In addition to notifications that are sent home and signage posted throughout the school, the staff informs parents of interpretation services when necessary. Several of our staff members are bilingual in English, Spanish. They are readily available to communicate directly with parents/guardians. Our bilingual staff members are also available to provide oral interpretation services between monolingual staff members and parents/guardians. The school also contracts out the services from LIS Language Interpretation services for large scale events such as workshops and Parent Teacher conferences where we need a large number of interpreters.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill the Chancellor's regulation regarding parental notification and interpretation services, all Department of Education forms and letters are available in both English and parent's native languages simultaneously at all times at our school. For example, registration documents, report cards, school notices, etc. are all examples of these aforementioned. As well, teachers are advised to provide all written and oral communications to parents/guardians in English and their native language when necessary. Teachers are also informed of in-house translation services available to parents if needed. All school staff are well aware of the Chancellor's Regulation which establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. All staff are aware of the regulations and understand that they may not utilize minors to provide translation services.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 230X</u>	DBN: <u>09X230</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: <u>21</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Public School 230 is an elementary school consisting of grades 4 and 5 with a population of 176 students. Approximately 37% of the students are English Language Learners with Spanish as the dominant home language. Data analysis 2014 NYSESLAT indicates AMAO 1 and 2 were met. We have designed a rigorous program to meet the needs of our current students. The Title III program is open to all of our ELLs.

This year we will infuse progressive language acquisition skills in a social studies based curriculum. Title III funds will aid in purchasing ELL support materials aligned with the grade 4 and grade 5 social studies curriculum. These materials address all four modalities of learning, addressing individual stages of development for optimum opportunities for success in acquiring language. In addition, technology has been addressed with an interactive component to the materials.

The student represent all level of language acquisition:

Grade 4 :	2	Beginner	Grade 5:	4	Beginner
/	1	Intermediate		4	Intermediate
/	1	Advanced		9	Advanced

PS 230's Title III program consists of 2 days per week before school program. The students will receive a 1 hours session every Tuesday and Thursday morning from 7:00 am to 8:00 am. The before school program is designed to service all 21 ELLs who have signed up to participate. The program will run from November 11, 2014 through June 10, 2015.

The language of instruction will be English.

The students will receive instruction with a social studies focus based on the grade 4 and 5 curriculum. The CCLS based informational text provide access to the same concepts and vocabulary from the beginner to the advanced ELL. The program is designed to address all reading, writing, listening and speaking using non-fiction text. Each lesson will include reading skills, comprehension strategies, text and graphic features will help to increase student performance. The lessons will follow the format of Sheltered Instructional Observation Protocol (SIOP) model.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: PS 230's Title III's Professional Development Program will primarily focus on how to use data to differentiate instruction, implement the WIDA framework, NYSESLAT, the integration of the SIOP framework and other workshopsto improve student achievement.

ESL and Literacy Teachers will attend workshops on the implementation of WIDA, Continental's New York State ELLs (NYSESLAT) preparation), Bank Street School of Education Language Series, on line via

Part C: Professional Development

ARIS Learning, the eight components of the SIOP method (Lesson Preperation, Building Background, Comprehensible Input, Strategies, Practice and Application) in addition to various offering by Department of English Language Learners (DELL). The end goal is to promote discussions on language learning principles and methodology with a focus on multiple ways of learning and classroom applications in all content areas.

ESL and Literacy teachers meet biweekly with our Regional Bilingual Education - Resource Network (RBE-RN) coach for professional development. Continental's NYSESLAT workshop will occur in January, Bank Street Lnguage Serieis workshop will be on November 7 & 8. ARIS Learning will be ongoing as per personal time allows for each individual teacher. The SIOP and other workshops on ELL topics offered by DEll are schedu;ed throughout the year.

Providers of this professional development include PS 230 administration, RBE-RN coach: Sara Martinez, CFN ELL Support Specialist , Department of ELL (NYCDOE),Bank Street School of Education, ARISNYC.org,

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental Involvement at PS 230 is an integrate aspect to the culture of the school. To inform and involve parents concerning school matters a monthly newsletters, calendar, announcement and information packet is produced in English and Spanish in vivid eyecatching color then distributed to the community. The Parent Coordinator and ESL Teacher will conduct activities to attract parents in addition to providing information of interest to the parents.

A workshop for parents is scheduled for January 10 and February 7, 2014, from 9:00am to 11:30 am each day. The first topic addressed will be a guide for parents to assist their child in reading comprehension strategies. The materials are available in English and Spanish which the participants will take with them. The workshop on February 7 will cover writing strategies for ELLs which parents may utilize to improve their child's abilities.

In addition to the monthly news packet parents will be notified by flyer, phone calls, and letters.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____